

AWARD CORRELATION TO INDIANA ACADEMIC STANDARDS Kindergarten**Standard 1****READING: Word Recognition, Fluency, and Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

K.1.1	Identify the front cover, back cover, and title page of a book.	TE: Week 2: The Party: p. 64, 71 TE: Week 6: The Football Game, p. 152 TE: Week 13: Jumping Beans: p. 306 TE: Week 22: My Birds: p. 118, 128, 132 TE: Week 25: The County Fair, p. 204 TE: Week 29: My Guide Dog: p. 334, 337
K.1.2	Follow words from left to right and from top to bottom on the printed page.	TE: Week 2: The Party, p. 65, 73, 74, 77, 78 TE: Week 13: Jumping Beans, p. 306, 307, 315, 319, 321 TE: Week 25: The County Fair, p. 204, 205, 208, 214, 218, 222 TE: Week 35: Trucks, p. 506, 507, 508, 509, 511, 512, 513
K.1.3	Understand that printed materials provide information.	TE: Week 4: We Like Things on Earth, p. 108, 109, 110, 113, 114, 117, 118, 120, 121, 122, 126 TE: Week 15: Come and See the Garden, p. 350, 351, 352, 353, 354, 355, 356, 359, 361, 363, 364, 368 TE: Week 23: I Can: p. 162, 163, 164, 165, 166, 167 TE: Week 27: Donald the Dragon, p. 260, 261, 262, 265, 266, 268, 269, 270, 273, 275, 278
K.1.4	Recognize that sentences in print are made up of separate words.	TE: Week 2: The Party, p. 69 TE: Week 3: Zolar and Zina in Space, p. 88, 100 TE: Week 8: Quick! Quick! Quick!, p. 201 TE: Week 14: How Many Spots?, p. 329, 337, 339, 341, 343, 346 TE: Week 20: Here I Come!, p. 69 TE: Week 23: My Camera, p. 143, 151, 152, 155, 157 TE: Week 30: Spots and Stripes, p. 347, 348, 351, 352, 355, 356, 359, 360 TE: Week 35: The Week It Rained, p. 487
K.1.5	Distinguish letters from words.	TE: Week 3: Zolar and Zina in Space: p. 86, 87, 88, 90 TE: Week 15: Come and See the Garden: p. 350, 351, 352, 353 TE: Week 22: My Birds: p. 118, 119, 120, 122, 124 TE: Week 30: Where?: p. 366, 367, 368, 369, 371, 373
K.1.6	Recognize and name all capital and lowercase letters of the alphabet.	TE: Week 5: Zolar and Zina in the Pool, p. 131, 135, 137, 139, 143 TE: Week 12: We See Letters, p. 285, 286, 289, 290, 295 TE: Week 24: "Squeak," Said the Mouse, p. 175, 179, 180 TE: Week 35: Trucks, p. 509

*Phonemic Awareness**

K.1.7	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order. Example: Listen to the sounds /f/, /m/, /s/ or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.	TE: Week 5: Zolar and Zina in the Pool, p. 143 TE: Week 13: Jumping Beans, p. 319 TE: Week 34: My Homes, p. 471 TE: Week 33: The Puppies, p. 441
K.1.8	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. Example: Listen to the word bat and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word brother.	TE: Week 29: My Guide Dog: p. 337 TE: Week 30: Where?, p. 369 TE: Week 32: Someone Ate Our Food, p. 423 TE: Week 33: Mrs. McGuire's Muffins, p. 455
K.1.9	Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words. Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.	TE: Week 5: Zolar and Zina in the Pool: p. 143 TE: Week 13: Jumping Beans, p. 319 TE: Week 34: My Homes, p. 471 TE: Week 33: The Puppies, p. 441
K.1.10	Say rhyming words in response to an oral prompt. Example: Say a word that rhymes with cat.	TE: Week 26: I Put Away the Milk p. 243 TE: Week 29: My Guide Dog: p. 337 TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: Someone Ate Our Food: p. 423, 424, 425 TE: Week 32: And on My Hand, p. 405 TE: Week 33: The Puppies, p. 437 TE: Week 33: Mrs. McGuire's Muffins: p. 455, 456
K.1.11	Listen to one-syllable words and tell the beginning or ending sounds. Example: Tell what sound you hear at the beginning of the word girl.	TE: Week 29: Hide and Seek, p. 319 TE: Week 30: Spots and Stripes, p. 351 TE: Week 32: And on my Hand, p. 405 TE: Week 33: The Puppies, p. 437
K.1.12	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	TE: Week 2: The Party: p. 71 TE: Week 8: Quick! Quick! Quick!: p. 209, 210 TE: Week 17: Fast!: p. 395, 403, 407 SE: Week 21: Up and Down: p. 89, 97, 98, 101, 102 TE: Week 29: My Guide Dog: p. 337 TE: Week 33: Mrs. McGuire's Muffins: 455, 457

K.1.13	Count the number of syllables in words.	TE: Week 2: The Party, p. 69 TE: Week 8: Quick! Quick! Quick!, p. 201 TE: Week 20: Here I Come!, p. 69 TE: Week 35: The Week It Rained, p. 487
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* When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.

Decoding and Word Recognition

K.1.14	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.	TE: Week 2: The Party, p. 65, 69 TE: Week 7: Bumper Boats, p. 175, 179 TE: Week 20: Here I Come!, p. 65, 69, 73 TE: Week 30: Spots and Stripes, p. 347, 351
K.1.15	Read one-syllable and high-frequency (often-heard) words by sight.	TE: Week 10: In a Car, p. 248 TE: Week 12: We See Letters, P. 301 TE: Week 30: Where?, p. 368 TE: Week 32: And on my Hand, p. 417
K.1.16	Use self-correcting strategies when reading simple sentences.	
K.1.17	Read their own names.	TE: Week 10: In a Car, p. 248 TE: Week 30: Where?, p. 368 TE: Week 32: And on my Hand, p. 417
K.1.18	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	TE: Week 29: My Guide Dog: p. 337 TE: Week 30: Where?, p. 369 TE: Week 32: Someone Ate Our Food, p. 423 TE: Week 33: Mrs. McGuire's Muffins, p. 455
K.1.19	Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.	TE: Week 6: The Football Game, p. 160 TE: Week 11: I Am Lucky!, p. 263 TE: Week 25: The County Fair, p. 205 TE: Week 31: Reflections, p. 376

Vocabulary and Concept Development

K.1.20	Identify and sort common words in basic categories. Example: Tell whether the words blue, yellow, and red are colors, shapes, or foods. Tell the names of some favorite colors.	TE: Week 2: The Party: p. 68 TE: Week 4: We Like Things on Earth: p. 117 TE: Week 25: The County Fair: p. 213 TE: Week 27: Donald the Dragon: p. 265, 266
K.1.21	Identify common signs and symbols. Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.	TE: Week 12: We See Letters, P. 301 TE: Week 25: The County Fair: p. 208, 216
K.1.22	Listen to stories read aloud and use the vocabulary in those stories in oral language	TE: Week 2: The Party: p. 73 TE: Week 4: We Like Things on Earth: p. 108, 109, 110 TE: Week 13: Jumping Beans: p. 310 TE: Week 16: Big Machines: p. 372, 373, 374, 376 TE: Week 25: The County Fair: p. 204, 208, 212, 214,

		216 TE: Week 30: Where?: p. 366, 367, 368, 369, 371, 373 TE: Week 33: Mrs. McGuire's Muffins: p. 454 TE: Week 35: The Week It Rained: p. 486, 487, 488 TE: Week 35: Trucks: p. 506, 507, 508, 509, 511, 512, 513
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Standard 2**READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.

Structural Features of Informational and Technical Materials

K.2.1	Locate the title and the name of the author of a book.	TE: Week 6: The Football Game, p. 152 TE: Week 11: I Am Lucky, p. 262 TE: Week 16: Big Machines, p. 372 TE: Week 25: The County Fair, p. 204
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Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

K.2.2	Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content. Example: Tell how and where bees gather pollen after listening to a book about bees such as <i>The Honeymakers</i> by Gail Gibbons.	TE: Week 25: The County Fair: p. 205 TE: Week 28: My Flag: p. 291 TE: Week 31: Reflections p. 376
K.2.3	Generate and respond to questions (who, what, where).	TE: Week 2: The Party, p. 68 TE: Week 3: Zolar and Zina in Space, p. 86 TE: Week 30: Spots and Stripes, p. 350 TE: Week 32: and on my Hand, p. 404
K.2.4	Identify types of everyday print materials. Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.	TE: Week 12: We See Letters, P. 301 TE: Week 25: The County Fair: p. 208, 216
K.2.5	Identify the order (first, last) of information. Example: Listen to and look at the information in a book such as <i>Going on a Whale Watch</i> by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.	TE: Week 11: I Am Lucky: p. 262, 264, 274, 281 TE: Week 16: Big Machines: p. 372, 373, 377, 378, 390 TE: Week 25: The County Fair: p. 206, 210, 218 TE: Week 28: My Flag: p. 290, 292, 294 TE: Week 31: Reflections: p. 376, 382, 386

Standard 3**READING: Comprehension and Analysis of Literary Text**

Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.

Analysis of Grade-Level-Appropriate Literary Text

K.3.1	Distinguish fantasy from reality. Example: Listen to The Day Jimmy's Boa Ate the Wash, Trinka Hakes Noble's story about a class field trip to a farm, and Farming, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.	TE: Week 2: The Party: p. 68, 76 TE: Week 8: Quick! Quick! Quick!: p. 200, 208 TE: Week 30: Spots and Stripes: p. 350, 358
K.3.2	Retell (beginning, middle, end) familiar stories. Example: Retell the story of a folktale, such as the version of The Three Little Pigs by Steven Kellogg.	TE: Week 3: Zolar and Zina in Space, p. 99 TE: Week 10: In a Car, p. 253 TE: Week 24: The Balloon, p. 196 TE: Week 30: Where?, p. 368
K.3.3	Identify characters, settings, and important events in a story. Example: Identify the main characters in a story, such as Noisy Nora by Rosemary Wells. Describe the setting in a familiar story, such as Goodnight Moon by Margaret Wise Brown. Retell the important events in a story, such as the folktale Jack and the Beanstalk.	TE: Week 24: The Balloon, p. 194, 201 TE: Week 29: Hide and Seek, p. 314, 318 TE: Week 30: Spots and Stripes, p. 346, 359 TE: Week 30: Where?, p. 366, 368, 372
K.3.4	Identify favorite books and stories.	TE: Week 2: The Party, p. 72, 77 TE: Week 12: We See Letters, p. 288 TE: Week 23: My Camera, p. 150 TE: Week 25: The County Fair, p. 212
K.3.5	Understand what is heard or seen by responding to questions (who, what, where).	TE: Week 2: The Party, p. 68 TE: Week 3: Zolar and Zina in Space, p. 86 TE: Week 30: Spots and Stripes, p. 350 TE: Week 32: and on my Hand, p. 404

Standard 4**WRITING: Processes and Features**

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

K.4.1	Discuss ideas to include in a story.	TE: Week 1: Mama's Birthday, p. 58 TE: Week 4: We Like Things on Earth, p. 125 TE: Week 5: Zolar and Zina in the Pool, p. 147 TE: Week 13: Jumping Beans: p. 314 TE: Week 16: Big Machines: p. 380 TE: Week 25: The County Fair: p. 213 TE: Week 27: Donald the Dragon, p. 277 TE: Week 28: My Flag, p. 298 TE: Week 30: Where?, p. 372 TE: Week 35: The Week It Rained: p. 494
K.4.2	Tell a story that the teacher or some other person will write.	TE: Week 5: Zolar and Zina in the Pool: p. 138 TE: Week 21: Water Fun: p. 110 TE: Week 23: My Camera: p. 150 TE: Week 26: I Put Away the Milk: p. 236 TE: Week 32: And on My Hand: p. 408 TE: Week 33: The Puppies: p. 440
K.4.3	Write using pictures, letters, and words.	TE: Week 2: The Party, p. 68 TE: Week 3: Zolar and Zina in Space, p. 86 TE: Week 12: We See Letters, p. 301 TE: Week 29: My Guide Dog, p. 334 TE: Week 29: Hide and Seek, p. 322 TE: Week 30: Where?, p. 372 TE: Week 32: And on My Hand, p. 404
K.4.4	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle). Example: Write correctly simple words, such as man, cat, and run, and spell other words as they sound, such as whale as wal, jumps as jmps, and bigger as bigr, showing an understanding of what letters represent certain sounds.	TE: Week 10: In a Car, p. 248 TE: Week 24: "Squeak," Said the Mouse, p. 187 TE: Week 29: Hide and Seek, p. 327 TE: Week 29: My Guide Dog, p. 341 TE: Week 30: Where?, p. 368 TE: Week 32: And on my Hand, p. 413, 417
K.4.5	Write by moving from left to right and from top to bottom.	TE: Week 7: Bumper Boats, p. 175 TE: Week 30: Spots and Stripes, p. 348 TE: Week 31: Reflections, p. 391

Research Process and Technology

K.4.6	Ask how and why questions about a topic of interest.	TE: Week 13: Jumping Beans: p. 314 TE: Week 22: My Birds: p. 126
K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).	TE: Week 2: The Party: p. 68 TE: Week 11: I Am Lucky!, p. 270, 274 TE: Week 16: Big Machines, p. 380, 388 TE: Week 22: My Birds: p. 126 TE: Week 25: The County Fair, p. 212 TE: Week 34: My Homes, p. 470 TE: Week 35: The Week It Rained: p. 490

K.4.8	Organize and classify information into categories of how and why or by color or size.	TE: Week 3: Zolar and Zina in Space, p. 99 TE: Week 9: Dressing Up, p. 223 TE: Week 12: We See Letters, p. 297 TE: Week 13: Jumping Beans, p. 315 TE: Week 15: Come and See the Garden, p. 366 TE: Week 21: Water Fun, p. 113 TE: Week 23: My Camera, p. 155 TE: Week 27: Look at Me, Mom! p. 287 TE: Week 27: Donald the Dragon, p. 273, 277 TE: Week 29: Hide and Seek, p. 327 TE: Week 33: The Puppies, p. 449
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Standard 5**WRITING: Applications (Different Types of Writing and Their Characteristics)**

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

K.5.1	Draw pictures and write words for a specific reason. Example: Draw a picture or write to a friend or a family member to tell about something new at school.	TE: Week 9: Dressing Up, p. 222 TE: Week 14: How Many Spots?, p. 332 TE: Week 26: Under the Table, p. 250
K.5.2	Draw pictures and write for specific people or persons. Example: Write or dictate an invitation to a parent to attend a classroom event.	TE: Week 11: I Am Lucky, p. 270, 274 TE: Week 16: Big Machines, p. 380, 388 TE: Week 25: The County Fair, p. 212 TE: Week 34: My Homes, p. 470

Standard 6**WRITING: English Language Conventions**

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	TE: Week 5: Zolar and Zina in the Pool, p. 139, 143 (word & writing activity I) TE: Week 17: Fast, p. 403, 407 (word & writing activity) TE: Week 26: I Put Away the Milk, p. 237 (word & writing activity) TE: Week 29: Hide and See, p. 327 (writing activity)
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Spelling

K.6.2	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names. Example: Spell correctly common words, such as cat, or spell by how the word sounds, such as kat.	TE: Week 10: In a Car, p. 248 TE: Week 29: My Guide Dog: p. 337 TE: Week 29: Hide and Seek: p. 319, 320 TE: Week 30: Where?, p. 368, 369 TE: Week 32: And on my Hand, p. 417
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Standard 7**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1	Understand and follow one and two step spoken directions.	TE: Week 2: The Party: p. 64, 65, 66, 68 TE: Week 8: Quick! Quick! Quick!: p. 197, 198, 201 TE: Week 14: How Many Spots?: p. 328, 329, 333 TE: Week 24: The Balloon: p.194, 195, 196, 167, 199, 200 TE: Week 35: Trucks: p. 506, 507, 508
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Oral Communication

K.7.2	Share information and ideas, speaking in complete, coherent sentences.	TE: Week 11: I Am Lucky: p. 279 TE: Week 16: Big Machines: p. 389 TE: Week 24: "Squeak," Said the Mouse: p. 191 TE: Week 29: Hide and Seek: p. 331
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Speaking Applications

K.7.3	Describe people, places, things (including their size, color, and shape), locations, and actions.	TE: Week 3: Zolar and Zina in Space, p. 99 TE: Week 12: We See Letters, p. 297 TE: Week 13: Jumping Beans, p. 315 TE: Week 21: Water Fun, p. 113 TE: Week 23: My Camera, p. 155 TE: Week 27: Look at Me, Mom! p. 287 TE: Week 27: Donald the Dragon, p. 273 TE: Week 29: Hide and Seek, p. 327 Verbs
K.7.4	Recite short poems, rhymes, and songs.	TE: Week 16: Big Machines, p. 375, 380, 382, 386 TE: Week 19: Rainbows, p. 50, 56 TE: Week 28: My Flag, p. 302 TE: Week 30: Spots and Stripes, p. 353, 354, 356 TE: Week 34: My Homes, p. 473, 476
K.7.5	Tell an experience or creative story in a logical sequence (chronological order, first, second, last).	TE: Week 5: Zolar and Zina in the Pool: p. 138 TE: Week 21: Water Fun: p. 110 TE: Week 23: My Camera: p. 150 TE: Week 26: I Put Away the Milk: p. 236 TE: Week 29: Hide and Seek: p. 322 TE: Week 32: And on My Hand: p. 408 TE: Week 33: The Puppies: p. 440